The

Normal College News.

JUNE 20, 1898.

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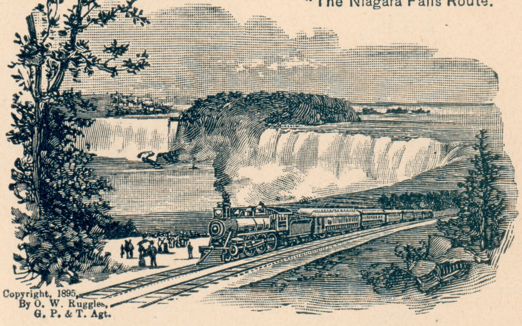

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NORMAL COLLEGE NEWS.

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SALUTATORY, '98.

ESTELLE DOWNING.

TO schoolmates and teachers, to friends known and unknown, the Class of '98 bring greetings. We are about to separate from you and from each other, and here pause for our final salutation.

Yet what shall we speak? Regrets for happy, busy days now gone beyond recall? Rather let our greeting be a joyful one. We have found satisfaction here, many ties bind us; but we would be unworthy of our mission and commission if we did not feel more keenly than the pain of parting a thrill of joy at the prospect now widening before our view. Why mingle regrets with times like these? Such days are the milestones marking our progress toward the goal we seek. With our college life here came many messages of good. New thoughts—larger, truer, nobler thoughts, have taken lodgment with us. Life has grown broader, more full of meaning. Duty has seemed more fair, knowledge more enticing, ceaseless toil and struggle more to be desired. More and more we have learned that to live is wonderful. Why then should we not look with joyful expectations toward the years which cannot fail to reveal much of life's mystery and beauty.

Not glad to leave our college home, but glad that we have enjoyed its privileges. Here we have come to a more complete knowledge of ourselves—of the limitations and possibilities of every human life. Seeking to lay hold of the great truths in history, in science, and philosophy we have felt our souls flutter like caged birds, seeking to free themselves from the iron bars of ignorance and superstition shutting them in. What mankind may know we would know; what mankind can do we would do. Not one sigh have we for those more care-free days before we came to know ourselves as an integral part of life with all its yearnings, hopes and strivings. Far deeper is the joy of earnest living. All hail! then, to a future which promises the fruition of our hopes—emancipation and revelation according to our soul earnestness in seeking.

Yet, inspiring as the prospect is, we are awed by its greatness, and would fain make our greeting a humble one. A single life is so small a thing, the future is so vast. Alone to face life's problems, alone to combat the evil—this is the task set for each one of us. Here we have been measuring the strength we have for its accomplishment, and we find ourselves not wholly strong except in undeveloped strength which is not weakness. It is said that when Sostratus, the sculptor, had completed the famous watch-tower of Pharse in Egypt that he carved his name on the wall of it. This he covered with cement, and to please the king he engraved the monarch's name on the cement. But the storm dashed and beat against it, the cement crumbled, and the king's name faded; but the name of Sostratus, the sculptor, shown out brighter and clearer, for it was carved in the imperishable rock. So across the face of humankind there have been coverings laid and names written. False education is the cement, and personal neglect has allowedselfishness, vanity, and weakness to engrave their names thereon. But we look forward to a future when these names shall be obliterated; when with newly aroused strength we shall burst the cement, and our faces shall reveal but one name carved by the Divine hand—even the name of the Divine sculptor.

But we know that dreaming and aspiring will not make this future ours. Between ourselves and its attainment lie ceaseless struggle and endeavor. Yet our greeting sounds no notes of fear. Let it rather tell of determined courage. We have faith in ourselves, our aims and purposes because we believe them to

be in accord with God's "increasing purpose through the ages." We have no false conception of our own powers, no overweening ambitions to satisfy. We simply covet for ourselves all those experiences which shall give us insight into life, which will help us to grasp its larger meanings, and put us into harmony with its laws. We know not what these new experiences may reveal, what this added knowledge may demand, but still we crave them and are not afraid. Today some of the boys of '98 are on southern camping ground—there in response to duty's call, helping to uphold the cause of truth. We glory in their brave devotion; we proudly claim them as our classmates. Inspired by their example, and still more strengthened and upheld by the strong conviction and determination of our own hearts we earnestly assure you that whatever the future holds for us we do not fear to face it.

Our greeting, then, would tell of joy, of courage, of humility. Even more let it be full of gratitude for the kindly interest manifest towards us. You have bound your lives to ours with cords which shall not snap asunder. The world is small, and the sweet spirit of kindly sympathy is strong to leap all bounds of time and space. Its influence shall go with us, helping us to transmute thought to action. We may not pay again to you our debt of gratitude; but a multitude will touch our hands at every turn, and with them we may share your gifts. A traveler in the East entered at nightfall a Christian church. Within there was no light, no sound—only a waiting and expectant company. Then from an inner sanctuary came the priest, who held aloft a flaming torch. A hundred torches were quickly reached toward the light. These lighted a hundred more, and so 'twas passed from hand to hand until the whole building was ablaze with light. You have been our priests, entering for us the inner sanctuary where the light of Eternal Truth forever burns. So will we, the class of '98, pass on what you have reached to us, and in the name of those whose torches you thus light we once more give you earnest greeting.

THE SCHOOL AND THE STATE.

WILLIAM A. BOLGER.

THE school and the state are institutions whose influence has been one of the most potent forces in shaping the destiny of the race. In all stages of civilization the development of each conditions the progress of the other. This has made their mutual relation the object of study for educators, statesmen and philosophers. Aristotle taught that education is a function of the state, and is conducted primarily at least for the ends of the state. The education of its citizens for the duties of citizens was the fundamental idea in Greek education, and is at the basis of the theory of the American free public school system.

But although the purpose was the same in each country, the means used to attain that purpose were necessarily very different. For who were Greek citizens and who are American citizens? In Greece the citizens were a class, the educated, non-laboring class, and formed but small portion of the population, while all the laborers were slaves who, not sharing in the duties and responsibilities of citizenship, were educated only so far as their special vocations required. But in America, citizenship is the birthright of all, and the whole people is the repository of the sovereignty of the state. Now the very existence of these political ideas has made the free public school a necessary and inevitable evolution of American civilization.

The idea of universal education at public expense is as familiar to us today as the idea of the rotundity of the earth, and as Horace Mann has said, it is impossible for us adequately to conceive the boldness of the measure inaugurated by the men of Massachusetts. As a fact it had no precedent in the world's history, and as a theory it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other institution of human origin. It was thought to be an innovation on the right of private property. Why, said the childless man, should I be com-

pelled from my hard earnings to pay for the education of my neighbor's boys? Why, said the rich man, when I pay for the education of my children at a private institution, should I be taxed for the support of the public schools? But the civic golden rule, the greatest good of the greatest number, triumphed, and two centuries of successful operation now proclaim the idea of universal public education to be as wise as it was bold. The countries of the civilized world are doing it the highest honor by imitating it.

Washington, Adams and Jefferson, Clay, Summer and Webster, have portrayed in burning eloquence and with invincible logic that intelligence and virtue are the pillars of our republic, and these words from the Ordinance of 1787, familiar to every schoolboy, "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged," form a most solemn pledge on the part of the state toward the school.

Now, the important question which confronts us is, what may the school expect from the state, what in a somewhat specific way may the state expect from the school, and are these expectations being fulfilled? The school asks from the state financial and moral support, and it gets it. The state demands from the school patriotic citizens, educated in the duties of citizenship, citizens capable of discussing or comprehending the discussions of the various political and economic problems. Nothing short of this will suffice even for the humblest private citizen, for it is from the ranks of the private citizens of about the average intelligence that the greater part of our public officers are chosen.

To this end every school in the nation should teach a knowledge of the formation and working of the American constitution, should teach enough of economics so that the future statesmen will remember such elementary facts as that Congress; cannot create unlimited value by stamping paper and calling it money. Yet there are many high schools in Michigan offering courses in which no study of government or economics is required. But a small percentage of high school graduates go to college. Hence these schools give to the state citizens who do not know the elements of practical politics. Such institutions are not fulfiling the purpose for which they were established.

The schools must send forth men and women steeped in the traditions and history of the country, who will decide national questions in the light of political experience. The great question before the United States today is not the currency question nor our war with Spain, but shall we, contrary to all cherished traditions, establish a colonial system? Right or wrong our legislators are for the most part the blind servants of public opinion, and it is the average intelligence of the nation which decides such questions. Now since the only way of judging the future is by the past, the importance of the study of American history to the embryonic American statesmen in our schools need no comment.

We as a nation have often been prone to look upon our democratic institutions as a panacea of all political evils. An eminent English statesman speaking of America has said: "I have long been convinced that institutions purely democratic must sooner or later destroy liberty or civilization, or both. You will have your Manchesters and your Birminghams. Hundreds and thousands of men will assuredly be sometimes out of work. Then your institutions will be fairly brought to a test. The day will come when in the state of New York a multitude of people, none of whom has had more than half a breakfast, or expects to have more than half a dinner, will choose a legislature. On one side is a statesman preaching patience, respect for vested rights, strict observance of the public faith. On the other is a demagogue, ranting about the tyranny of capitalists usurers, and asking why anybody should be permitted to ride in a carriage while thousands of honest people are in want of necessaries. Which of the two candidates is likely to be preferred by a work-

ingman who hears his children cry for bread? One of two things must happen, either the poor will plunder the rich and civilization will perish, or order and property will be saved by a strong military government."

This is the prophecy of no idle declaimer, but of the great historian, Macaulay. He backs up this argument by the experience of the dead democracies of the ages. What reply can we make to such reasoning? What have we which other democracies had not? Others have had Christian churches, others have had virtuous homes, but, in addition to these, we trust in our system of free and universal education to send forth voters of enough intelligence, virtue and self-control to restrain them from using the ballot for mere personal and selfish ends. Yes, our great hope for the future, our great safeguard against danger, is to be found in the general and thorough education of the people, and in the virtue which accompanies such education.

Again we point to a fact which the great Englishman could not comprehend. The editor of a leading English magazine has stated that in twenty-five years of observation, he had known only one farm laborer in England to rise above his class. But, in America, since the abolition of slavery, we can truly say that we have no fixed horizontal strata through which none can pass upward. "Our society resembles rather the waves of the ocean whose every drop may move freely among its fellows, and may rise toward the light until it flashes upon the highest wave." Such were the careers of Garfield, Grant, and Lincoln, well nigh impossible in England. This equal opportunity of every man, irrespective of race, color, creed or condition to make the most of the power which is in him gives a hope and contentment to all classes which goes far to compensate for the differences in material condition. Such are the influences which we trust will save us from the calamity which Macaulay deems inevitable.

I have said that the school must send forth patriotic citizens, citizens who love their country. To do this it needs only to teach the ideals and achievements of the self-sacrificing heroes who founded this nation in '76, who preserved it in '61, and who today have gone forth alike from North, South, East, and West, from Michigan, from our city, from this institution, from among our classmates, to extend the blessings of American liberty to persecuted, bleeding Cuba.

The American school and the American state are in a large sense each the necessary supplement of the other. The state supports the school and the school is responsible for that intelligence of the people which is necessary for the preservation of the state. But what is the school? Is it buildings and appliances, is it a course of study? No, it is the teacher, or more correctly it is the channel through which the personalities of noble teachers act in training the boys and girls for the duties and responsibilities of citizenship. Hence this mighty democracy, the sublimest achievement man has attained in governing himself, will flourish or will fall as we American teachers do our duty.

PROGRESS THE TRADE-MARK OF HUMANITY.
SENIOR CLASS ESSAY, '98.

MALLAH V. GODFREY.

ALL is progress. Though nations decay, peoples come and pass away, customs change, ideas multiply and take on new forms in the process of growth, only facts as mileposts, exist today as yesterday. Life force reverberates, and humanity resounds down the channels of years the elements of truth stamped in the past, still both life and death is progress.

Human eyes may look only upon the external form, and upon this as a basis are prone to render judgments while lacking the feeling and assurance of the life and power prompting the expression. Progress, definitely speaking, is mental and not material, the mental only clothing itself in material forms.

To speak of death is to speak only of a change in material form and a passing on of the mental. The poet says, "There is no death, what seems so is transition." It is,

then, but one step advanced in the path of duty in the life beyond, the moving on of the race of the so-called eternity.

What is life but transition? Does year after year roll on and find no change? If so, why then this element called "effort" inspired into our beings? There is a consolation for those who seek it in the fact that, what often seems to be a negative and destructive force is but the reaction of matter on mind, the bringing into action some smoldering virtue, which only time, the great factor in all things, will soon set forth to the world as the constructive power of the age.

Crumbling institutions but pave the way for the reform, which being rid of the materials of the past and having freer access for growth, increases in intensity as time lengthens. 'Tis said we live in cycles, but where and when one cycle begins and ends has not yet been demonstrated.

Though similar events may recur, would it be safe to say that they were impelled by the same thought or motive, wherein all progress originates?

When Rome fell she bequeathed to the world all that there was virtuous in her institutions. The dynamical effect of her civilization has marked the course of succeeding generations. That which has attracted the world and has stood as a symbol of her greater civilization is conveyed in the word—Christianity, the connecting link of the long ago past and the present.

To be sure this symbol covers much—much that is too sad and too dark for representation, but, better than all the rest that which has made the nations, the inspsring element which alone lives today.

It is but following the law of nature that all growth proceeds from the lowly and obscure and in time reaches the developed unawares. The absorption of Roman civilization stands in the light of history, as progress, and marks one of the grandest constructive ages the world has ever experienced.

Is it not true that Christianity today is a trademark of enlightened nations? However, there enters into this conception other far-reaching and deep-seated characteristics by which each unit of the world's people are recognized.

The vibratory theory may be a myth, such as has been this feeble attempt to explain a natural phenomenon. If it is through the senses that the mind receives impressions of the natural surroundings, it is through the action of mind upon matter that all impressions become knowledge. Mind acting under the stimulus of passing sensations responds in vibrations, and thereby throwing out its influence acts upon mind, the stronger predominating over the weaker.

The natural bent of mind of peoples is due greatly, as scientists say, to their surrounding conditions, but does not the force with which the impetus of progress spends itself upon them, setting in harmonious vibrations the minds of the stronger, also lend as great an influence? Just so far as a people can see their ideals realized, they accept the new, and the closer the new thought fits into the old, the more rapidly ideas advance and new forms supersede the old.

Thus it was with the Tuetons, whose minds, simple and rugged as they were, had lived into their lives the legends of their gods and heroes, and having reached that point in the stage of development where they were ready to weave into their lives a greater thread of growth, accepted it as it was thrown out to them by the crumbling institutions of a kindred nation. The new ideas accorded with their old ones in sufficient proportion to warrant their adoption, and, with the new life of this vigorous people added, progress made rapid strides.

As thought advances ideals change; the standard by which a nation is measured is the ireals in the thought of her people. The Tuetons have reached a higher plane where, as all people they still respect the physical development, but whose standard is the mental, which being expressed in the great colleges and universities of the German Empire, not only leaves such an impression upon their

sturdy natures as to cause them to be singled out by the world's people as possessing rare qualities, but also indicates the advancement of civilization.

After centuries of time the great impetus of progress intensified by the Roman institutions crossed the ocean and wedded itself to American spirit. With such a fruitful field before it, and the experience of the past as a guidance, the leaders in these new conditions realized more quickly the necessity to utilize this power and thus in so short a time transition is evident.

Look upon our American inventions, form of government, church doctrines, even educational theories, and lastly that which now lies uppermost in every true American mind—"War for Humanity." Believe me, it takes no effort on our part to look out upon our grand institutions and reecho—"All is progress."

It is with all due respect to my honored classmates when I say, pedagogues represent but the smallest iota of humanity—the rarer the jewel the more valuable it becomes. However, growth taking place in smaller units is the more impressionable and greatly adds to the cable of industry and thought. To be sure many of our educational theories are theories of the scholars in the past, the advancement lies then in their universal adaption as set by the limits of the child mind. Schools have reached a higher plane when facts exist not for fact's sake, but rather as a means to an end, quickening the currents of glowing thought and setting the world vibrating by the impetus of enthusiastic life. It is a consoling thought to us to realize that even a teacher is a unit in the progression of humanity. That personage whose very life and habits are trademarks for the youths.

Note the stern countenances, a certain preciseness of manner, a decided air, calculated steps, a very atmosphere saturated with definite set questions and questions not set. These, together with the special sign of adaptibility either in science, literature, mathematics and history encompass your humble servants.

Do you not notice upon the faces of some a faint outline resembling somewhat a Beehive? Can you not hear the murmur of Bees? Ah, 'tis but an emblem of the Department of Science, whose minds and hands have taken on the busy side of life in the "preparation of material." Yes, you are mystified—this other trademark which you notice is "Signs and Co-signs"—rather shadowy, I will admit. They use the first for positive characters, the second for negative. If in your conversation with them, they seem to fly suddenly off on a tangent be not alarmed, they are but looking for the vanishing point.

However, we all are of the same denomination—a most proper fraction of the whole, whose numerator is "Effort," and denominator is "Progress."

EDITORIALS.

"Goodbye" is the saddest of all sad words, with one exception, "It might have been." Goodbye is a word used at the last sad parting of dear friends, and is a signal for the separation of kindred hearts. It reverts our minds toward the evening of life. Yet, classmates and friends, there is a deeper, nobler, and more hopeful meaning conveyed. It stands, as it were, a threshold petween the old and the new, a threshold over which the civilization of the world marches "upward and onward from what has been before."

It is true that many do not avail themselves of this change—yea, even pursue the course of retrogression. The pessimist viewing these conditions to which he is often a victim, discontents himself and worries his hearers by telling them how much better the world used to be. He cites instance after instance where good has been contaminated by evil to prove his theory of human depravity. He gazes at mankind from the wrong end of the telescope. But the optomist, the historian, and the evolutionist prove how each succeeding age has brought forth a higher degree of civilization, how the good of every age has been transmitted to the following. Rome fell; yet all that was enduring in

Roman civilization still exists. Altruism had its origin in self respect. In having respect for one's self man came to have respect for his fellowmen. This regard for the interests of others has been steadily growing until today the altruistic sense is becoming more and more universal, and seems to offer proof of the prophecy that in time to come all mankind will be united in one common brotherhood. The course of human destiny is upward and onward.

"Goodbye" is but the signal of the dawning of a new era. It ushers in a brighter day. But to him who believes that all things are tending toward darkness and chaos, it foretells approaching gloom.

Now, how shall we say "goodbye?" What shall this change from the old to the new mean to us? Knowing the multiplicity of obstacles that must be surmountedn ot only before but after we have been initiated into the mysterious order of the pedogogue, is it possible that we can part with optimistic smiles on our countenances? If after running the gauntlet of fifty school boards, more or less, answering the following questions: "How many years of experience have you had?" "How old are you?" "What is your height?" "Give us some proof of your powers of endurance." "Have you any deformity?" etc., etc. If after withstanding, I say, such a fucilade, we come out of the conflict unscathed, we must needs possess the courage of a Daniel, the patience of a Job, the endurance of a Hercules, the diplomacy of a Gladstone, and in case of defeat, the resignation of a Washington.

No, it is not the courage of a Daniel, not the patience of a Job, not the endurance of a Hercules that we need, but it is these virtues as found in the lives of great teachers of past and present time that we should strive to emulate. May we not forget that we have been entrusted with a God-given privilege, that of arranging conditions for the unfolding of the human mind. We shall have graduated from the grand old Normal, the finest institution of its kind for training of teachers; it now remains for us to prove ourselves worthy of our *Alma Mater*.

But let us not be deceived; let us remember that we have not yet crossed the Rubicon; we are not those imposing, masterful seniors that we thought we would be. Our ideals have moved on. We have only secured an introduction to the great work that still remains for us to accomplish. If we would do well that which we ought to do, we must act intelligently, go forth with pure and loyal hearts, permeated with hope and that unceasing determination to win—win for ourselves—win for humanity.

Before we grapple with the problems of the pedagogue, let us take our bearings, or, if you will allow the American phrase, let us ascertain, if possible, "where we are at." To explode any old educational doctrines, or advance any new ones, is not within my province, but it does seem important that certain fundamentals should be emphasized. People are coming to require of the teacher almost perfection. Are their demands satisfied? Will they ever be? Perhaps not. Yet they do have the right to ask that the teacher be absolutely trustworthy, morally, socially, intellectually. He who is sound in these three human attributes, dominated by the power of self-control, approaches the ideal personality. Blonden, who walked, with a man upon his shoulder, a rope stretched above the roaring cataract, Niagara, applied this fundamental principle of self-control in the development of his physical organism. So the teacher ought to possess as complete control over his mental faculties. Once the master of ourselves, then we must act. Thoughts, feelings, emotions, beliefs avail nothing, if not given expression. "There is no failure except in no longer doing."

These thoughts should come to us with added significance when we reflect upon our college career. True, we have been largely self-dependent, yet conscious at the same time of the kindly, protecting care of our worthy instructors. Today we stand as children, tomorrow we step forth into the arena of life to

assume new responsibilities—to be prepared for any emergency that awaits us.

With the limitless field of endeavor and usefulness stretching out before us—with all the possibilities of doing good attending us, shall we say "goodbye?" Shall we say "goodbye" because of this temporary parting? Shall we depart leaving behind us all the encouragements, all the inspirations gained from our noble instructors, gained from association with our fellow students? No, classmates, if we remain true to ourselves and true to our *Alma Mater*, we shall not say "goodbye." God speed! May the Angel of Progress, whose temple is in the heart, ever guide you onward and upward, ever cheering your earnest endeavor.

* * *

Since our last issue the editor-in-chief and business manager of THE NORMAL COLLEGE NEWS for next year have been appointed by the faculty. Miss Maude Manly, editor-in-chief; and Mr. W. Sherman Lister, business manager. Miss Manly will do post-graduate work next year, and well deserves the honor which has come to her. Her excellent literary taste, combined with Mr. Lister's well known ability as a hustler in business affairs, practically assures a progressive year in the history of THE NORMAL COLLEGE NEWS. Mr. Lister wishes to announce that the subscription list will be considered as continuous, i. e. the subscribers of THE NEWS for the current year will be considered subscribers for next year. Please inform the business manager of all changes in address. W. Sherman Lister, Ypsilanti, Mich.

The retiring management wish to express their appreciation for the assistance that has been kindly given by alumni, students, and especially by members of the Faculty.

BACCALAUREATE, '98.

ON Sunday evening, June 19, in Normal Hall, President Boone delivered the baccalaureate address, the first of the commencement exercises of the year.

The theme was Service set over against Traditional Penance, or Penance through Service. Psalm XIX and part of the eighth chapter of II Corinthians were read for Bible readings.

The ground work of the address was taken from the story of Rabbi Jochannan Hakkadosh, by Browning. As a brief abstract the following will present the main thought of the speaker:—

The mystery of life is great to all; greater to one whose eyes have been opened to an interest in life's manifold symbols; greater to him who cherishes an abiding and unshaken hope in an infinite beyond. A comparison was made with the mystery of the life that has been not less than that which is to come, and the question was raised in the presence of the seniors who are just about to leave the College walls: How have we come to this hour? By what process of infinite patience have our untamed natures been domesticated, and brought to reason and decency? Both the whence and the whither are mysteries, and chiefly to those whose minds are alert to the inner meanings of things and persons.

The questions brought to the attention of the young people included the question: Wherein consists merit? How shall one certainly attain it? When may one be thought to have succeeded, or failed? Professionally, what is your success? That is, how does it shape itself to you? In what part of the horizon do you look to find it? What are its outward marks, its inward assurance? Personally, what is it?

These are all questions that have little meaning for those who have not been trained to look for such contents in life. They belong to you and your quality. What is, after all, worth while? During the years you have spent in Ypsilanti much waste has doubless been mixed with the useful; but is it clear what is really waste and what precious? What have you found to be the supreme good, or have the years left you indifferent to orders and grades of utility and goodness? But to have lived for a period or a year on a low plane, when ability and opportunity made a higher possible is suicide. But what is low,

and what is high? What is low for one may be high for another. But do you have clearly in mind what is high for you, that you may reach or approach it?

A discription was given of a wonderful volume housed in the Congressional Library at Washington, which is a Bible, copied by a middle aged monk, and is a sample of letter perfection. The task was undertaken and completed as a bit of penance. The young man had sinned deeply, and resolved upon this supreme task as a reparation for his misdeeds. It required years for its completion. This was penance, an entire life given to penance.

Over against this was the story of Jochannan Hakkadosh, who stands for service to his fellows. The Gospels and Epistles and, scarcely less, the records of the ancient Hebrews, emphasize the virtue and the wholesome reactions of human service; that life is enriched not by living or regretting, but by spending. It is the outgoing current of endeavor that gives both meaning and value to one's possessions. A life to be great must be consciously projected beyond its own individual interests. Unselfish concern for the common good is the salt of both him who serves and him who receives.

One who is narrow in mind, and soured in character and suspicious at heart can do no large thing for himself or others.

As the rabbi lay dying he thought over his past life, it seemed to him to be a great failure.

As a lover, he loved unwisely; as a scholar he learned unwisely; as a soldier he fought unwisely; as a statesman, he ruled unwisely. The question was asked, wherein consists wise living; wise learning, wise battling, and wise legislation?

The speaker set forth that this is distinctively a teachers' problem. It belongs to the churches and schools and to all who are unselfishly interested in their fellows and in the common welfare. How content the multitude except through fuller and more satisfying visions? What is it that helps? Can any one be helped from without? Shall I presume to be able to help my fellow? Is there any safer guide to life than loyally each day to wear the trappings of the day as if they were final; fitting as best we may the lower life to its richer accompaniments, so building our levels as we rise? And indeed where is the hnrt or wrong for any life except in the failure to see that, whatever the appearance, things are essentially good, and make for goodness. Men work blindly or with partial vision only of the great complex of forces re-inforcing our little own, and will not, or can not see that even through the mists of our blundering, power comes and much clearness of understanding.

Shall we not have faith that honest effort though wearing the dress of inefficiency may yet issue in true success? "What matter the cracked pitchers," if indeed a man be born?

Ruskin is quoted as having stated that "disappointment had attended the greater number of his cherished purposes." The capital defect in the average man's life is indifference to his life's meaning. A dead content in the midst of a great mystery; an unwholesome satisfaction with a sea of conditions, not understanding or misunderstanding which leads us into endless storm, and shoal and wreckage; apathy in the presence of infinite possible gain; these make up the dry rot of an otherwise abundant and nutrient fruitage. The beginning of wisdom is an understanding and tender heart; astonishment at the wonderful heritage that is ours.

As a corollary, it was stated, I. There is need of clear visions upon the part of every one of what is demanded of him.

II. It is incumbent upon each of us also to make an honest and untiring effort to live up to his sense of this personal obligation.

III. In the busy and fruitful life as a teacher it will not be forgotten that greatness in human life connects itself inevitably with service to other. The Samaritan's deed is the world's supreme example of unpretentious and unselfish endeavor.

It was Emerson, I think, who said, "One of the illusions of most of us is that the

present hour is not the critical, decisive hour. Write it on your heart that every day is the best day of the year." And this is not at all because for you there may not be any other day; but primarily because all life is convergent. Every day is the summit of a forceful past, and the beginning of a new divergence. Every day is a new force. It is not only the flower of what has been, but the seed of much yet to come. Cultivate it, with reverence for that, and hope for this.

Do not make the mistake of supposing that another day will do as well as this day to begin the most serious living, with the most generous purpose. And may all the good that is for you come to you in due time, in large measure, and to your safe and enduring happiness.

REVIEW OF ALLEN AND GREENOUGH'S NEW CAESAR.

C. D. CRITTENDEN, INSTRUCTOR IN LATIN, GRAND RAPIDS.

Professor Greenough has been assisted by Professors B. L. D'Ooge and M. G. Daniell in revising and re-editing Allen and Greenough's well-known Cæsar and doubtless the result will be highly appreciated by teachers in secondary schools. The introduction, covering sixty pages, gives an interesting and comprehensive view of Cæsar's remarkable career. The turbulent political conditions under which his early years were passed, his thrilling experiences and early official career, his Gallic successes with few reverses, his great military genius, his cordial relationship with his soldiers and their devotion to him, his victory over Pompey, his dictatorship, and magnanimity, his personal appearance and character, his genius as a writer, general and statesman, and his tragic death are all so well and vividly described as to inspire the pupils with profound respect and admiration for

> "Julius Cæsar, whose remembrance yet
> Lives in men's eyes, and will to ears and tongues
> Be theme and hearing ever."

Romam military affairs are sufficiently described to enable the pupils to read the text intelligently. The chief points of interest about the army and its divisions, the standards, music, legionary, camp, march, battle, siege and fleet are successsively given and amply illustrated. A brief history of Gaul and its inhabitants, describing their origin, character and customs, dress, weapons and military tactics, government and religious beliefs, succeeded by a few remarks concerning the Britons and Germans, forms a valuable part of the introduction. A resume of the Gallic campaigns, several suggested courses of reading and some valuable hints concerning proper methods of translation illustrated by specimen translations close the introduction.

The text has been changed in many places to accord with the latest improvements suggested by scholars. The editors have been conservative, however, in adopting the new spelling of proper names suggested by some, as they claim many proposed changes still lack certainty. In the arrangement of the text, the editors, adopting the plan pursued in Allen and Greenough's New Cicero, have divided it into paragraphs with suggestive headings, thus not only facilitating the pupils' work by giving the gist of the passage to be translated but also giving a more comprehensive idea of the narrative. In accordance with the present tendency, the quantity of all long vowels has been marked. The cross references at the bottom of each page aid greatly in the acquisition of vocabulary and syntactical principles. A striking feature of the book is the number, variety and excellence of the illustrations. Many of these were obtained by Professor Greenough during his recent investigations in France and appear for the first time in this country in this book. Several examples of ancient Roman, Gallic and British coins are shown. The photographs of bas-reliefs illustrating various military operations are interesting and instructive. Pictures of several places historically connected with Cæsar's Gallic campaigns, such as Besancon (Vesontio) (qui) "natura loci sic muniebatur ut magnam ad ducendum bellum daret facultatem, propterea quod flumen Dubis, ut circino circumductum, paena totum oppidum cingit," contribute to a

better understanding of Cæsar's movements and positions by making them more real to the pupils' imagination.

The maps of Gaul and Cæsar's marches and battle-grounds have been revised and increased in number. The notes have been revised and in part rewritten and rendered more copious and helpful. The direct form of the indirect discourse of the earlier books is printed in full in the notes, and is accompanied by many helpful hints and explanations. There are several pages of related word groups, some of which, if memorized by the pupils, ought greatly to facilitate their acquisition of a vocabulary. The vocabulary has been enriched by the insertion of more idioms and some additions have been made which seem to be a decided improvement. The book deserves a very cordial reception.

FACULTY VS. SENIORS.

Friday, June 10, occurred the great Faculty-Senior game of baseball. Among all striking phenomina of historical importance this event will occupy no mean place.

With the left handed geographical twirler, Prof MacFarlane, in the box, and the classical umpire, Prof. D'Ooge, the defeat of the Seniors seemed certain. Indeed, we are justified in believing that this result would have followed (1) if the umpire had not favored the Seniors by forgetting how the score stood, (2) if he had not absolutely refused first base to the literary department, (3) if the younger will-be faculty behind the bat had been able to overcome the inertia of the ball hurled with world velocity from the geographical centre.

The seniors realizing their hazardous position, resorted to stratagem. Bases were sometimes stolen while the umpire and pitcher were conversing over the issue at hand. One senior attempted to claim first base because the natural science department was about ten feet away from the base on a biological excursion when he netted the ball. Another senior thought he ought to have been allowed three strikes instead of one. Still another senior made his third strike at a ball thrown so high that it could not be caught by the catcher, whereupon the umpire immediately made the rule that a senior should be counted out on a third strike without further effort.

Grand stand plays—Departments of geography, natural science, physical science, and literature did heavy batting, the assistant physical science covered homeplate so completely that the senior catcher could not find it.

Poor plays—The–younger–in–the–near–future-faculty was disgraced betwesn bases. The president of the senior class fumbled the ball every time it was thrown to him. The Normal College News fanned out.

Result of the game, 8 to 7 in favor of the Seniors, and $50.22 in favor of the new fountain.

If the following rules were not strictly observed they were consulted in deciding difficult cases.

1. The umpire shall call no pitched balls good, when a faculty player is at bat, after two strikes have been called on the batter.

2. A faculty player shall not be forced off a base by the fact that one or more other players join him there.

3. Faculty players shall be allowed two minutes to run from one base to another, and shall not be counted out before the expiration of that time.

4. Owing to lack of experience the umpire shall be allowed one coach chosen by the faculty.

5. If a faculty player should fall in running bases, or in an attempt to catch the ball, the umpire shall suspend all playing until the aforesaid player announces his readiness to have the game proceed.

6. Faculty players shall direct the opposing pitcher as to the speed and direction of the ball to be pitched. The umpire shall count as BALLS all pitching objectionable to man at bat.

7. The umpire shall promptly suspend from the game any senior player who objects to his rulings.

8. A faculty player may run bases on foul balls, but not a senior player, unless the um-

pire gives him written permission before the ball is struck.

9. Faculty players need not run the bases in the regular order, provided they visit all the bases before running for home. On his arrival at the home plate he shall tell the umpire in what order he has run the bases.

WHERE WE GO.

Kate Boyer	grades	Cadillac
Cora Bowen	grades	Cadillac
Anna Bull	grades	Petoskey
Winnie Chapel	grades	Menominee
Dollie Cospar	grades	Dexter
Kate Cooper	grades	Plainwell
Leta Drew	grades	Otsego
Grace Dewey	high school	Vassar
Estelle Downing	assistant in Literary Department of the M. S. N. C.	
Mary East	grades	West Bay City
Loretta Hendricks	grades	Wyandotte
Lena Hough	grades	LaPeer
Anna Knopf	grades	Reed City
Mary Kopp	grades	Ypsilanti
Anna Lawler	grades	Lansing
Bertha Marshall	grades	Ypsilanti
Ida Macklem	high school	"Soo"
Martha McArthur	grades	Pontiac
Bertha Pettis	grades	Petoskey
Mabel Perry	grades	Lansing
Catherine Shupe	grades	Homer
Kate R. Thompson	assistant in the Mathematical Department of the M. S. N. C.	
Edith Todd	assistant in the History Department of the M. S. N. C.	
Ella Wilson	eighth grade in the Jackson central school	
Rose Wilson	grades	Menominee
H. E. Agnew	Supt.	Portland, Mich.
Clyde DeWitt	enlisted	U. S. Army
G. O. Doxtader	Supt.	South Lyon
A. B. Glaspie	enlisted	U. S. Army
E. B. Hawks	enlisted	U. S, Army
H. G. Lull	Supt.	Carson City, Mich.
John Merrill	Prin.	Trenton, Mich.
E. S. Small	Supt.	Stockbridge
R. H. Struble	Supt.	Cassopolis
C. B. Upton	mathematics and science, Saginaw, West Side high school	
Austin Wilber	Supt.	Vassar, Mich.
H. E. Gibbs	Prin.	DeWitt
Edith Adams	grades	Traverse City
Fannie Allen	grades	Jackson
Cora Berry	grades	Ypsilanti
Olive Benedict	grades	Dowagiac
Maude Boyd	grades	Albion
Miss Springsteen	German and History, Cairo High School	
Miss Brooks	grades	Ypsilanti
Margaret Marshall	History and Literature, Lapeer High School	
Miss Ronan	Phys. Training	M. A. C.
Miss Newcomb	Latin	Dundee
Miss Cotton	grades	Tecumseh
Edna Pugsley	2nd grade	Flint
Mabel Vincent	grades	Houghton
Florilla Bangs	2nd grade	Jackson
Miss Maude Paton	Intermediate	Memphis
Eleanor Perrin	grades	Three Rivers
John M. Alexander	enlisted	U. S. Army
Mary Ida Mann	Phys. training	M. S. N. C.
John A. Morse	assistant in the drawing and geography Dept. M. S. N. C.	
Mrs. Cheshire Boone, nee Grace Rossman,	Latin, Hillsdale high school	
Fame Benjamin	third grade	Reed City
Cordelia Jacka	Asst. ward school	Calumet
Gwyneth Wilson	2d grade	Shelby
Florence Dickinson	3d grade	Grand Haven
Jennie Rabjohns	primary work	Manistee
Emma E. Fisher	intermediate	Port Austin
Harriet Vincent		Cook County, Ill.
Edith Haight	grades	Bronson
Miss D. Rourke	grades	Hancock
Anna Lee	grades	Glenwood, Minn.
Alene Bay	high school	Tecumseh
A. R. Waterbury	Grammar	Cassopolis
E. N. Rhodes	Prin. of the Kolb School, West Bay City.	
O. LaBounty	Supt.	North Branch
Catherine Cassidy	grades	Manistee
Minnie Smith	grades	Manistee
Laura Peterson	grades	Manistee
Sybil Knopf	grades	Reed City
Miss Hunter and Miss McDowell, undergraduates,	grades	Ovid
Elvira Murphy	grades	St. Clair
Myrta L. Taylor	1st grade	Ypsilanti
Cora Wilson	5th grade	St. Lonis, Mich.
S. Jennie Brooks	grades	Crystal Falls
Alice J. Edwards	grade and high school,	Hancock
Lena Christenson	primary	Ludington
Myrtle B. Upton	Prin.	Otsego
Marian VanBuren	2d grade	Wayne
Grace I. Shaw	grades	Evart
Mallah V. Godfrey	History and Literature, Locust Grove Institute, near Atlanta. Ga.	

The ladies of the J. P. N. elected the following officers at their last meeting: President, Alice Eddy; vice-president, Lou Loughrey; secretary, Gath Dunstall; treasurer, Myra Bird.

Local and Personal.

NOTES.

The class of '98 is the first class to graduate from the Michigan State Normal College. Owing to the fact that it will take some time to prepare a new plate, graduates will be given the old diplomas, for which the new diplomas bearing the inscription of the Michigan State Normal College will be exchanged within one year from date of graduation.

On Saturday evening, June 18, occurred a very enjoyable reception in the Gymnasium, given by the J. P. N's. About one hundred guests were invited, among whom were the gentlemen of the Arm of Honor and the Washingtonian Toastmaster Club, and certain of the Faculty. Former members of the J. P. N. were present. The Gymnasium was very tastily decorated, and most excellent music was furnished by the Hayden Trio. The ladies of the J. P. N. are well known for their methods of entertaining, and this occasion did credit to their high reputation.

The Washingtonian Toastmasters gave a "spread" at the Waldorf, Saturday evening, June 11. Excepting their banquet given in the Normal Gymnasium, February 22, this was the most enjoyable one of the current year. Music was furnished by the Misses Bird, Loughery, and Ellis; Messrs. Maybe, and Ellsworth. Mr. H. E. Agnew discharged his duty as the toastmaster of the evening in a manner that was pleasing to all present. Monday June 13, the W. T. C. elected the following officers: President, T. A. Lawler; vice-president, E. S. Murray; secretary, Elden Harner; treasurer, C. C. Stump; executive committee; E. E. Crook, J. W. Mitchell, and W. L. Lee.

How some of the Faculty will spend their vacation. Dr. and Mrs. Smith will stop thirteen days in Munich with Prof. Lodeman, the remainder of their time abroad will be spent on the sea. Prof. and Mrs. MacFarlane leave June 27 for Vienna where Prof. MacFarlane will spend a year in study. Prof. and Mrs. Pease will spend the summer in London. Mrs. Pease will study with Henchel. Miss Stowe goes to Paris for the summer. Prof. Lodeman will spend the summer at Munich. Miss Paton has been granted leave of absence to study in Paris. Misses Gertrude Woodard and Zella Starks will attend the meeting of the N. E. A. at Washington, July 7-12. Miss Berkey will do three weeks of institute work at Grand Rapids after which she will go to Charlevoix. Prof. Sherzer will give courses in Microscopy and Mineralogy at Chautauqua, N. Y., and with Miss Schryver in Nature Study, July 9-29. He will lecture in Hall of Philosophy, July 15, "What is Nature Study?" During August he will supervise field work in Geology at the Natural Science Camp, Canandaigua Lake, N. Y.

The Normal College Lyceum elected officers last Friday evening as follows: Atheneum Society—President, D. W. Kelley; vice-president, Miss Una Devoe; secretary, Miss Mabel Clare True; treasurer, J. W. Mitchell; reporter for THE NORMAL COLLEGE NEWS, J. T. Holmes; chaplain, Miss Bertha M. Davis; ushers, Miss Grace Clement, and T. A. Lawler. Crescent—President, W. Sherman Lister; vice-president, Miss Bernice Sanford; secretary, Miss Jessie Mann; treasurer, Miss Dicus; reporter for THE NEWS, Miss Goodrich; chaplain, Miss Pepper; usher, Miss Austin, member of the Oratorical Association's executive committee, W. E. Videtto. Olympic—President, L. E. C. Thorne; vice-president, Miss Sarah Worts; secretary, Lorena VanBuren; treasurer, Guy Fleming; executive committee, Gilbert Hand, Miss Davis, and Miss Edna Banfield; member of the executive committee of the Oratorical Association, H. G. Kendall; chaplain, Miss Howe; ushers, Dennis Faucher and Miss Kady; reporter for THE NEWS, Miss Kate R. Thompson. Adelphic—President, Nate Bowen; vice-president, Miss Edith Irwin; secretary, Miss Inez Clark; treasurer, Horace Boutell; executive committee, Birt Stitt, Miss Claudia Agnew, and Miss Mollie Comstock; member of the Lyceum executive committee, Fred G. Gorton.

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